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9. "Work Experience Program."
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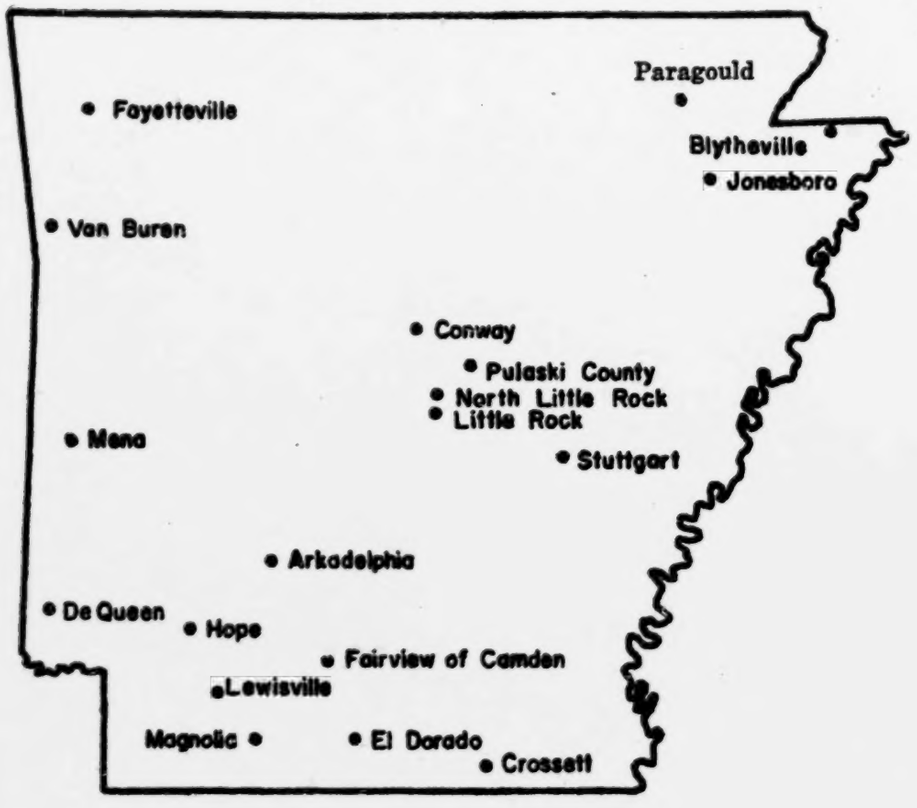

1964-1965

Arkansas School Study Council

"BETTER SCHOOLS THROUGH RESEARCH AND COOPERATION"

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Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

FOREWORD

Our fifth annual BEST PRACTICES YEARBOOK is directed toward the goal of pooling and sharing that which has been found to be of particular usefulness in local schools. The overall theme of this book is generally along the lines of improvement in new areas of curriculum and in personnel practices.

Compiling a Yearbook of this type is not without its difficulties. We are happy to report that more articles are included in this issue than were in the previous one. Even though the number of articles is not as great as it might be, we feel that the ideas included and the quality of these presentations will make them of benefit to other school systems.

The secretaries of the Arkansas School Study Council sincerely thank those persons who prepared, reproduced, and submitted this material.

Jerry Robbins
Glen Cochran
Secretaries
Arkansas School Study Council

Fayetteville, Arkansas
April, 1965

EXPERIENCES OF SOME SECOND GRADE TEACHERS IN MODERN MATHEMATICS

Prepared by:
Mrs. Carl Barkley, Mrs. N. D. Hazelbaker,
Mrs. Tom Steele, Second Grade Teachers

The introduction of a new mathematics program in the elementary schools of the Jonesboro School District grew out of the dissatisfaction of the elementary teachers of the Jonesboro schools with the existing arithmetic program. This was especially true with the second grade teachers at South Elementary School because, in their opinion, the program failed to stimulate either pupils or teachers. Arithmetic, instead of being exciting and challenging, was dull and repetitious and lacking in the desired results. In previous years these teachers had attempted to improve the situation by sharing ideas and teaching aids, reading in the field of mathematics, enrolling in workshops, and using other original ideas. About this time new elementary mathematics programs were being published, so in the school year of 1962-63 some experimenting with ideas from these programs was done in the South School second grade. Through experimentation with these materials they realized that there was a real need for an entirely different approach in mathematics which would make it more meaningful and challenging and that such programs were available.

A meeting was held with the curriculum coordinator, principal and teachers to discuss a number of the new or revised programs in mathematics. It was decided that the teachers should spend some time in the evaluation of three of these programs and then recommend the one that they preferred to use in an experiment.

Early in the school year of 1963-64 the pupils and teachers embarked on a new and exciting mathematics experience. The immediate results were most gratifying. Math was fun! Time spent in studying math passed so quickly that

care had to be taken not to neglect other subjects. The vocabulary was new and interesting and a challenge to the reading skills of the children. Parents became interested, and in many cases the children were teaching their prrents. Parents, as well as other interested persons, were encouraged to visit the classrooms and see the new math in action. They were amazed to see the children so obviously enjoying themselves as they explored, experimented, and discovered mathematical concepts. Memorization of meaningless number facts was being replaced by reasoning and understanding. The greater depth and breadth of content of the new program was an exciting challenge to the fast learners who had become bored with the old traditional program. But the most gratifying factor was that the new program also appealed to the slower learners who had the satisfaction of discovering the "why" of number facts. As arithmetic became meaningful to them they had success in problem solving.

Although this experiment with a modern mathematics program was limited to one grade level in one of the six Jonesboro elementary schools (at least twelve other Jonesboro elementary teachers were supplementing the traditional program with modern concepts because of their participation in an NDEA Math Institute at Arkansas State College), it was the talk of the town. As interest in the program increased, the participating teachers and administrative personnel were invited to speak to many groups in the community. Everyone was anxious to learn the meaning of modern mathematics and the reaction of the children to it. Parents of children in other grade levels and other Jonesboro schools expressed the desire for their children to have the opportunity to study this experiment-discovery type math instead of the old traditional rote-repetition. During the year that this experiment was being carried on all Jonesboro elementary teachers participated in an in-service program in new mathematics under

the direction of the curriculum coordinator. After seeing the advantages of the new approach many teachers requested that they too be given the opportunity to use new materials. As a result of this interest of the Jonesboro patrons and school personnel, a modern mathematics program was adopted throughout the Jonesboro elementary schools for the school year 1964-65.

THE TORCH OF LEARNING

Prepared by:
Mrs. Ruth Steinsiek, Mrs. Wilma Clarke,
Mrs. Winnie Rhodes, Sixth Grade Teachers

The torch of learning of ancient Greece was kindled anew when the three sixth year classes of Nema Tuggle Elementary School cooperated in a torch ceremony accompanying a "Little Olympics". Early in the year each sixth year classroom was involved with units of Greek civilization and its influences on our life today. Our culminating activities coincided with the television and periodical coverage of the Olympics in Tokyo. This inspired us to have an activity correlating physical education and social studies. The outgrowth of our units unfolded through further study and practice into a cooperative unit climaxed by a "Little Olympics".

The three sixth year teachers with the cooperation of the physical education instructor and two student teachers from Arkansas State College built the framework of the overall plan. Then teacher-sponsored groups of children met for further planning sessions. In these groups they selected the names of imaginary countries using such names as Mercury and Pheidippides, and other Greek heroes. They also designed flags with appropriate symbols to represent the country they had imagined. The children decided to award gold, bronz, and silver medals to the winners. These were prepared by spraying metal discs. From these groups the torch bearer, flag bearers and those competing were chosen.

The individual events in the olympics were taken from the Youth Physical Fitness booklet prepared by the President's Council on Youth Fitness. For several weeks all children participated in practice sessions with each student trying to improve his former record of performance. From the five imaginary countries two boys and two girls were entered in each event, boys competing

against boys and girls competing against girls. In this manner we were able to get a maximum of participation from everyone.

Many questions arose in our planning sessions. We needed to know how we should light the torch, parade preceding the events, receive the awards and many other details in our presentation. This inspired the children to do research in periodicals, encyclopedias and watch television documentaries.

Conclusion

The values the children gained were many. First of all the children had fun. They gained practice in cooperative planning. They received impetus in their physical development. Their creative thinking was challenged in discussing and deciding suitable names for their countries. They gained art experience working out designs to submit to their group for their country's flag. Problem solving was used in discovering how to carry the torch without getting burned, and finding a suitable container to hold the burning torch during the contests. Fire Marshalls were consulted for suggestions for safety with the use of fire. The non-academic achievers in some cases were able to get more recognition. All children displayed good sportsmanship. Each child shared his responsibility in making the event a success.

We feel this has been a most valuable experience for both the teachers and the pupils. It is evident that by planning the activity together we were able to use the talents and abilities of each individual teacher to the fullest. We plan to utilize this cooperative idea again when we feel it will enrich our program.

**TEACHING TRAINABLE MENTALLY RETARDED-
DE QUEEN PUBLIC SCHOOLS**

Prepared by:
Miss Judy Johnston, Instructor

The special education department of the De Queen Public Schools was brought about as aresult of seven years of private education for the mentally retarded children of this area. This work was carried on by parents and other interested people in any available building in the community. Through cooperation of school officials and those parents a program was worked out to bring this class into the school system.

The school program has begun at the primary level, ages 6 through 10, in a level 2 trainable mentally retarded group. The class is limited to 10 students, with the number somewhat higher in the upper grades.

The special education program should be child-centered and flexible. Mentally retarded children should not be pushed beyond their limits, but a baby-sitting program has no place in a school setting. The program cannot be really successful unless the community and the school system are ready to accept it and work for it.

There is no one cause of mental retardation. Its causes are many, and some, as yet, unknown. The child's mental retardation can be caused by mongolism, brain injury, cerebral palsy, epilepsy,

or environmental deprivation, to name a few. The March of Dimes program has stated that every 5 minutes a defective child is born. This includes mental retardation. Not all mentally retarded children are clinical types. This is, you can't tell by looking at a child whether or not he is retarded. Only one-third of all mentally retarded children are clinical types, as mongolid,cretin, or hydrocephalic.

As there is no one cause of mental retardation, there is no one level of mental retardation. There are three levels of mental retardation used for classification purposes: Level 1- Educable mentally retarded, Level 2- Trainable mentally retarded, and Level 3- Custodial mentally retarded. Usually the first level is the one found in special classes, although the level 2 child also had his own level of growth in an education program. He has the ability to learn from experience.

The mentally retarded child develops slowly, but he needs to be active and creative. He is capable of learning to communicate; getting along in the family and community, sharing and respecting rights of others;helping with simple tasks; and becoming independent of his family in self-care, health habits, and safety.

Communication is the center of the education program for the retarded child, for it opens the door to social adjustment. The teacher should have some training in interpreting actions, for these are an effort to communicate. The goals for social

adjustments in a mentally retarded child are; get alone well with others, have acceptable manners, follow directions, be trusted, practice self-care, and follow rules of safety. The training of mentally retarded children is the same as for regular children except it will take much longer and will be more detailed. The mental age of primary level is not adequate for academic readiness. Therefore the program is largely devoted to social adjustment and the acquisition of acadamic readiness. There are 5 areas in this program: 1. self-care; 2. social adjustment; 3. work habits and skills; 4. speech and lauguage development; and 5. self-expression activities.

Habit training is used in all areas. We emphasize listening to and following directions; sharing; finishing each job we start; and being neat. If the retarded child learns these skills early, he can concentrate on more important things as these skills become automatic.

In physical skills work there are 2 divisions- small muscles and large muscles. Work for small muscles includes cutting on lines, coloring within limits, pasting, painting, writing and finger plays. Large muscles activities are physical exercises, activity games, running, jumping, walking balance beams, climbing, riding bicycles or throwing balls.

Physical activity is used not only to develop strength but also to aid in the development of muscles coordination. Each piece

of playground or indoor activity equipment should be chosen with some muscular development in mind. Many times mentally retarded children respond better while exercising or playing to music. Music for mentally retarded children should be slower than usual.

Our social experiences, or units of study, center around the home, neighborhood, community, and school. This includes field trips for concrete experiences, plus dramatizing manners, introductions and other social needs of the children.

It is hard to begin a reading program for mentally retarded children. Primary books, on their mental level, are not too good for their self-confidence. They know the books are for "little kids." A teacher usually must make reading and experience charts for the level of her group. These should correspond closely to their activities to aid learning. Even funtime stories must be simple in words and plot, but on their interest level.

Every activity includes speech. The teacher must help to develop a larger speaking vocabulary without giving the child too many useless words. Class discussions start our day. This gives the child a chance to talk before the group. Language is developed through use; he must be encouraged to talk freely at the proper times.

The physical plant for the special education department has ample space for all activities of the class. This is important for mentally retarded children. A homemaking center is important,

for it develops identification with mother and her work. Both boys and girls are encouraged to work in the center.

A play room is provided for noiser games which have less teacher supervision. Mentally retarded children need guidance in play as well as work, although more freedom is needed in activity games. A quiet room is provided for quiet activities. Hyperactive children use this as a place to calm themselves when overexcited.

The art and music center has the necessary equipment for creative expression through the arts and rhythms. Painting, with finger or brush, relaxes and gives expression to a mentally retarded child. A child without speech finds much satisfaction in finger painting and rhythm band music. Many arts anc crafts can be done by the mentally retarded child which will give him a sense of accomplishment. Mentally retarded children have many frustrations in life; the school tries to avoid these to give the child the confidence of accomplishment.

In the classroom the children are taught with as many conrete facts and objects as possible. Objects which can be handled, seen, pushed, or talked about have much more learning value than vague, unseen things. Field trips are important. Mentally retarded children have little imagination; they must build on real experiences.

Speech is taught each day by introducing new words and repeating old ones. Repetition is important in all work until

real learning takes place.

Learning must be fun for mentally retarded children. "Play is the work of children." This phrase is important in teaching mentally retarded children, who are several mental years below their chronological age. Their work must be fun and interesting to help them try to make progress in learning.

It is hard but challenging work to find something the child will be able to accomplish now. If it is done he will have one more experience to help him acquire confidence and self-control. His self-confidence and efforts can be boosted by praise, love and compliments for his efforts.

Mentally retarded children must be led and directed for they are followers in our world. Each area of study and its skills must be mastered separately and in sequence if the knowledge is to be useful. Slow and patient teaching, step by step, with much repetition, presented in varied ways, are necessary to help the child develop to his full capabilities.

TEACHER READINESS TAKES TIME, MONEY, PARTICIPATION

Prepared by:
Miss Pansy Puckette
Director of Testing and Guidance
Magnolia Public Schools

SELECTING A GOAL

To have a pre-school conference is commonplace. To make it interesting and worthwhile is the challenge. Several years of successful pre-school conferences in the Magnolia Public Schools made another success imperative. Success depends on a well-chosen goal, a clearly defined plan and an efficient schedule.

The goal chosen for the 1964 pre-school conference was that each teacher be in a state of readiness for school to start. Readiness consists of being prepared for one's teaching assignment, understanding school policy, knowing the building regulations, having teaching materials and aids organized, becoming acquainted with the students assigned, being conscious of the sequence of subject matter in grades 1 through 12, having the classroom in order. Readiness also means organizing faculty committees, joining professional organizations, having grade and class sponsor meetings, getting acquainted with new faculty and staff members.

PLANNING THE TIME

Pre-school conference planning is done in the Magnolia Public Schools by a loosely organized but closely knit group made up of the superintendent, the principals, the instructional supervisor and the counselors. This group has one-hour weekly meetings during the school year with more frequent and longer meetings for planning during the summer months.

When it was decided that the time alloted in the past for pre-school conferences would not be sufficient to reach the goal of readiness, the planning group faced three questions. First, how much time would be neces-

sary? Second, could the use of the time be justified? Third, how could the time be provided?

On the basis of tentative plans, two weeks was set as the minimum time to accomplish the readiness desired. Although two weeks more than doubled the time usually spent for such meetings, the time saved later by increased efficiency and fewer organizational faculty meetings would compensate.

Lengthening the teachers' school year increases the item for teachers salaries in the budget, but lengthening the year was necessary. The superintendent's enthusiasm for and belief in an enlarged pre-school conference solved this problem. Through his leadership and his work with the Magnolia School Board, money was provided for the teacher contracts to include two weeks of conferences before classes actually began.

Once the time was made available, the planning group studied each possible activity, jealous that something would be omitted and that something non-essential would be included. Throughout the conference, emphasis would be placed on teacher involvement, and wherever teachers could be used effectively, their aid was enlisted. By necessity, principals directed their own building meetings. Some phases of the general meetings could be handled only by the superintendent with his comprehensive view of the entire school system. Outside consultants were invited to enrich the conference.

PARTICIPATING IN CONFERENCE

Actually the pre-school conference had three phases: (1) the planning before the actual meeting, (2) the first week of the conference when many small groups met, and (3) the second week of total faculty meetings.

The roles of the superintendent, the principal, the instructional supervisor, and the teachers will illustrate the continuity of responsibility in the three phases.

Superintendent

In all three phases the superintendent showed real concern for a successful and worthwhile meeting. In the planning stages, he not only allocated the money for the conference but also provided time for the planning group to meet and participated in the meetings. When it was decided to divide the entire faculty into groups to discuss the teacher's obligation to the classroom, the school, the profession and the community, the superintendent met with the teachers selected to lead these discussion groups. The time spent with these nine leaders was evidence to them that the superintendent attaches great importance to the attitude of a teacher toward his responsibility. These teachers, in turn, carried this feeling to the entire faculty.

The superintendent took an active part in the conference itself. In the first general session of the total faculty meeting, the superintendent presented information on the operation, the development and the status of the Magnolia schools. The information ranged from the number of square miles in the district to the number of students, from the number of miles in the school-operated transportation system to the shifts in population, from the cost of the utilities to the anticipated income. This overview gave each teacher a picture of the total district and stressed again that the Magnolia district is a system, not several separate schools.

Principals

The role of the principals during the conference varied in the same way it does during the year. Before the first week of the conference, principals arranged individual conferences with each teacher newly assigned to his building. During these conferences, which were primarily for putting the teacher at ease and helping him find his place in the school, these topics

were discussed: type of student body and classes; the classroom and how to individualize it; subjects taught and textbooks used; audio-visual facilities. This was the second time the principal and teacher had met in conference, the first being before the teacher was employed or assigned. At a third conference emphasis was put on teaching aids, the use of the library, and the importance of the students' personnel records as found in the permanent folders. All teachers, including the newly assigned, had a conference with the principal during phase one to discuss duties other than classroom teaching and to get their class rolls.

Secondary Principals

During the first and second week of the meeting the principal's major responsibility was his own building meetings. In addition, a secondary principal must also include student orientation. In a junior or senior high, one grade came each morning and met first in a large group with home room teachers, the principal, the counselor, and the student body officers. Later, they met in home room groups.

This morning provided a time when students had the opportunity to elect class officers, to get class schedules, to find lockers, to locate assembly seats, to get booklists, to buy or sell books, to get book covers, to talk about the student activities schedule, to hear an explanation by student officers about the Student Drive (a plan for collecting money for school newspaper, charities, entertainment). This morning set the tone for a new school year: subjects, clubs, parties, activities, home rooms, assemblies. Each student was ready for a day of school on the first school day.

The building meetings took on many forms during the two weeks: committees, sponsor groups, and total faculty meetings for varied purposes. One principal planned a series of five afternoon faculty meetings of two hours each during the first week. Each afternoon meeting consisted of a panel (or

panels) of three teachers followed by discussion. Every teacher was a member of a panel. Secondary school faculties are so involved with extra-curricular athletic practice, play practice, and club meetings that to schedule such panel discussions is almost impossible. The first week of the conference was ideal. Discussion by the panels included assignments, tests, grade distribution, regulations, teaching aids, homework, sportsmanship. These panels caused some members to think through their beliefs and caused the listeners to have greater appreciation for their fellows. Lively discussions following the panels created a wholesome atmosphere in which teacher readiness thrived.

Elementary Principals

While secondary principals and faculties were luxuriating in this wealth of time together, elementary principals were also having their building meetings. To foster the feeling that Magnolia is a school system, not separate schools just because of separate buildings, the elementary principal relies on a Handbook for Elementary Teachers. This handbook covers procedures common to every elementary school.

After conferences with newly assigned teachers before the conference, the elementary principal was ready to bring together his faculty. Realizing that a smoothly operating school has teachers who understand procedures, he planned much of his building meetings around the how, the when, and the who. Only an elementary school person can grasp the signficance of where to park a bicycle, how to handle an accident, who enrolls new students, how to handle lunch money, what to do during play periods when the weather is bad. Equally important are these: whether faculty meetings are held regularly, how to schedule an assembly program, how the duty is assigned, when to arrange a parent conference, how to keep a register, where to get art supplies, what to do in case of teacher illness.

Because each building is different in the architectural sense, the principal also included in his discussions with teachers other procedures for his own building. Merely the location of the school lunchroom can create a difference in details of noon-hour procedure. Since maximum benefits come from proper timing, the understanding principal spaced his meetings to allow time for teachers to put the final touches on classrooms. An elementary principal, more perhaps than any other, recognizes that the first impression on the first day of school is important in the school life of a child.

Instructional Supervisor

Organization and mechanics of a school system are important, but instruction and teaching are the core. In the planning meetings, much time was given to the discussion of the program of instruction. Plans were made for the continuation of basic instruction, for instructional changes, for adaptation of present programs, and for innovations. For example, progress of the new math in all levels was discussed, and as a next step consideration was given to an in-service mathematics course. This special course became a topic of one of the discussions in the grade meetings. The grade level for additional experimental work in economics was determined. The direction of the English program was considered as a topic necessary for teachers in this area because new language texts will be selected during the year. These plans and others were incorporated into the program of the conference.

Grade and Group Meetings

During the first week of the conference, the elementary teachers and principals met with the instructional supervisor to discuss the basic reading program and the use of study periods. Concerning the reading program,

the following items were discussed: (1) placement of books; (2) use of self helps and achievement tests; (3) new experimental pattern of grouping across grades; and (4) keeping the cumulative record on reading progress. On the use of study periods, several areas were considered: (1) keeping the period free of entanglement; (2) use of some time for instruction in study habits; (3) use of some time for instruction in use of encyclopedias and other reference materials. This meeting of elementary teachers was followed by six grade meetings for discussion on how to relate these topics and others to each grade.

Instructional Groups

Two other groups of teachers met in instructional areas: (1) subject matter teachers on the secondary level and (2) teachers of the same subject in both elementary and secondary levels. An example of the first type is a meeting for junior high English teachers, who met with the instructional supervisor to discuss the timing and use of the speed reading machines and the reading laboratories. A meeting of the second type was set up for all Spanish teachers from grades four, five, six, seven and senior high to talk through plans for the year and check materials to be used.

Teacher Demonstrations

To increase teacher involvement and to improve appreciation for all instructional areas, several demonstrations and presentations were included in the general faculty meetings. No attempt was made to include all subjects at all grade levels. Some presentations were selected because of the emphasis being given the areas in current educational publications (mathematics, foreign language in elementary schools, special education, economics); others were chosen because of the limited contact most teachers have with the area (industrial arts, home economics, physical education). Language arts was included because all teachers come in contact with it. About

twenty-five per cent of the teachers were involved in this part of the conference. Each gained confidence in himself and in the importance of his own area. All teachers gained new respect for others and their instructional areas.

Consultants

The consultants selected for 1964 were in art, audio-visual and the use of duplicating machines. Each consultant was assigned to groups of teachers with similar interests and needs. The art consultant held workshops for grades 1 through 3 and for grades 4 through 6. The secondary teachers heard a discussion of the use of art skills in high school, particularly on bulletin boards. Similar schedules were worked out for the other consultants. The audio-visual demonstration included new films from the state library as well as a variety of aids -- not only projectors but also maps, charts, and models. The selection of areas for consultants was based on requests from teachers as well as on demonstrated needs.

READINESS ACHIEVED

At the end of the conference, the planning group became the evaluating group. What was the teacher reaction? Was two weeks too long? Did enthusiasm wane? Are the classrooms in order? Are the teachers ready for a day of school on the first school day? Was readiness achieved?

The title "Teacher Readiness Takes Time, Money, Participation" sums up what happened and how the Magnolia faculty -- the entire faculty -- started the 64-65 school year with the most enthusiasm yet the greatest serenity, with the best preparation yet with the most inquiring minds, with greater respect and admiration for fellow teachers yet with more congeniality than ever before. The Magnolia teachers were in a state of readiness for classes to begin.

#

ATTENDING SCHOOL VIA TELEPHONE

Prepared by:
Marnette Ragon
Supervisor of
Special Education

Most children do not regard attending class a privilege, but when one is unable to attend class--the desire may be greater. Such was the case in our town. A youngster (we'll call him Jimmy) was unable to cope with the stairs at the junior high building so a teacher for the home bound worked with him. Jimmy completed his junior high requirements by this method, but for high school work--this did not seem to be the answer!

A Pilot Club in our area was told about Jimmy and his desire to be a part of the school program. The Club decided to take as one of its projects the installation and monthly rental charges of the School-to-Home telephone equipment, developed and manufactured by Executone, Inc., and furnished by the Bell Telephone System, for Jimmy.

First, a schedule had to be made well in advance of September of the classes Jimmy would be taking. The school counselor, mother, student, principal, and teachers were involved at this point. With this step made, the equipment could be installed.

An electronic intercommunication unit specially engineered for use with telephone lines was installed in the home. Each class

room Jimmy was to attend by phone was wired with a jack so that a small portable amplifier (about 4" X 6") could be carried from one room to another. This was done by a student or the teacher. Jimmy then became a part of the school as he could hear not only the teacher but the students if they talked a little louder than usual. When Jimmy did not understand something, he pressed a talk switch and either asked a question or responded to a remark directed to him. As a result, Jimmy had a class room situation that he could never have had with a home instructor.

The teachers had to make minor adjustments. Probably, the most important was remaining near the amplifier when talking so that he or she might be easily understood. The size of the room seemed to affect the sound--the smaller room being better. The voice of the person was important as the student was unable to see gestures, facial expressions, etc. When studying maps, charts, or information written on the board, the student had to have the above-mentioned materials at his desk. This took advanced planning so Jimmy could have the necessary items at home.

The student, as well as the teachers, played an important role in making preparation for the day, being ready for class on time, and having needed books and materials at hand were essential. His response, too, when requested, needed to be simple and as immediate as possible in order not to delay the class

room activity. A member of the family helped by bringing from the school items such as mimeographed materials and maps and returning Jimmy's papers to the teachers for grading.

Three years can be a long time for this type of teaching, but for Jimmy it will soon be over. The Club continued the project and Jimmy will soon complete his high school work. So successful has been his work that he has made plans for additional training after graduation.

The School-to-Home telephone is a worthwhile project. The installation charge depends upon the distance involved and the number of units which includes the jacks in the different class-rooms. The monthly rate in our situation was approximately twenty-five dollars per month (this varies in different areas) and the installation fee was fifty dollars. There was an installation charge with the moving of the jacks in the fall after a change in Jimmy's schedule.

Dollars cannot determine success, but the money used for Jimmy has made not only a student happy and given him a future, but the mother, family, and the community share in his happiness. Truly, the School-to-Home telephone has its place in our society and a bright future for other Jimmys.

MODULE SCHEDULING - EL DORADO HIGH SCHOOL

Prepared by:
Tom Christie
Assistant Principal
El Dorado High School

During a five-week workshop, underwritten by the local Board of Education, in the summer of 1962 the staff of El Dorado High School, assisted by local and visiting consultants, worked at developing the El Dorado Plan, "A Plan for Progress." This plan is a plan of team teaching and offers three types of learning experiences: large group instruction, small group instruction, and independent study by the student.

The large group is one consisting of fifty or more students. However, in certain areas and with circumstances dictating, the number of students who can be effectively instructed in a large group is relatively unlimited. Some instructional activities are theoretically as effective in the large group as in the traditional classroom.

This grouping of students permits lectures to be better organized and to be given fewer times per day or week. The large group instructors, who alternate from unit to unit, not only present basal facts and concepts (as well as enrichment), but also prepare and administer tests on the basal facts.

It is the pupil's responsibility to take notes on and study the information presented to the large group. This information is used in the small group as the basis for student personal development.

The small group, consisting of fifteen or fewer students, has the unique and critical function of providing for individual differences. The small group becomes the vital area of the plan because the activities within the small group stimulate the students' desire for self-development. A concentration of content within this student-centered group leads to exploration and experience. The concentration of content is motivated, counseled, observed, and always guided by the group instructor.

Independent study is an outgrowth of participation in and development of student activities within the aforementioned primary groups. Independent study, which is highly individualized, encourages self-discipline, strengthens background knowledge, develops critical and creative thinking, and allows the individual to pursue special interests.

In shaping of the El Dorado Plan, a concept of gradualism has been adopted. Students are gradually being introduced to all facets of the plan. In this same spirit, the role of the teacher is undergoing change as the teacher has experience with both small and large groups, and independent study.

Scheduling of the program is a complex problem, but is a potent factor in the efficiency of the program. The greater the variety of individual needs, the greater the need for variation of the school day.

The first year a limited number of students and teachers were involved in the plan. The second year more teachers and students were involved, and during this the third year the

entire staff and student body are implementing the third phase of the El Dorado Plan. The third phase called for a varying modular schedule so that all classes could be scheduled for varying lengths of time for the various learning experiences.

The schedule for the first year was done by hand. As the scheduling became more complex, the master schedule was done by hand, but the assigning of students was done by the IBM 1620 computer. The schedule for the first two years was conventional for most classes. However, there was some variation with the use of a "Block Arrangement," a "Back to Back Arrangement," and a "Unit Specialist Arrangement" for this variation.

The scheduling for the third phase became even more complicated, and a larger computer program had to be found after learning from the IBM Company that the program for the 1620 computer would not take care of the needs. The Stanford School Scheduling System at Stanford University was investigated and used to develop the schedules for this year. This system was developed by the High School Flexible Scheduling and Curriculum Study at Stanford to use computers for generating a master schedule and assigning students, teachers, and rooms in some optimal manner in secondary schools.

The system operates on an IBM 7090-1401 system. This system generated the master schedule and also made the student assignments.

Mr. Harold Smith, the High School Principal, took the student registration forms and other materials to Stanford University and worked with the personnel at Stanford to

develop the course structure for the master schedule. After the first run, several changes were made. The master schedule was then developed, student assignments were made, and sent to the school on a tape to be run on a local 1401 computer.

It was found that this IBM program was not sufficient for the schedules as school officials had planned; it scheduled only 75 to 80 per cent of a student's time. The remaining 20 to 25 per cent had to be scheduled by the student and teacher. This resulted in coming up with two terms pertaining to the teacher and student schedules - the scheduled time and the unscheduled time.

Some schools leave this time unscheduled, but it was felt that all student time should be scheduled, so now the school has the scheduled time and the re-scheduled time.

The scheduled time is of two types, or in computer terms, courses with one phase and courses with two phases. The one-phase courses are those courses that meet only in the traditional size classes. The two-phase courses are the courses that meet in large groups, and also in the traditional size groups.

The re-scheduled time is the time that the student schedules back with the teacher. This time may be spent in small discussion groups, independent study, or in larger groups for supervised study. A student is also encouraged to re-schedule his study hall time with subject matter teachers.

To get the classes scheduled for the varying lengths of time, the school day has been divided into 14 modules of time.

The module is either 25 or 30 minutes in length. If a class ends on the module, the last five minutes are used for passing time to the next class. The remaining modules, which are not to be thought of as class periods in the school day, are 30 minutes in length. A class period may consist of only one module, or, as in most cases, a class period may be made up of two or more modules per day, depending on the type of class or learning experience.

The large group lectures meet for only one module. It is felt that 25 minutes is as long as a student is able to listen and comprehend what is being said. Here the learning experience is teacher centered in that the teacher lectures on the basic material and the students are taught to take precise notes. The large group affords an excellent opportunity to use resource persons. A person may speak to a group of students at one time that would have ordinarily taken the entire day to speak to if he had gone to them in the traditional size groups. A wide use of audio-visual material also makes this group more meaningful, and fewer machines are needed within the school.

The second phase, or the traditional size groups, are two, three or four modules in length. Here the groups are divided into small groups for discussion. This class is student-centered and is probably the hardest for the teacher to conduct. However, this is the most important group. This gives the teacher an excellent opportunity to work with individual differences. It also causes the student to become more interested because they become involved in the discussions that stem from the large group. From here many of

the students should have a desire to go into some independent study.

The one-phase courses also meet for varying lengths of time. Shop meets four modules twice per week; vocational printing and vocational electronics meet six modules four times per week; and typing meets two modules three times per week.

The re-scheduled time is also of varying lengths of time. It will be noted that the classes mentioned have not been scheduled for the five hours per week. This is true for the regular scheduled time in all classes, but the re-scheduled time makes up for this and in many cases a student has even more than the five hours required per week. An example of this re-scheduled time - a student has one large group lecture in English and two three-module periods per week. This leaves one and one-half hours to be re-scheduled. This may be done in a one and one-half hour block or in different time periods. All courses must have some time re-scheduled.

Many changes have been made and many more will be made. However, the plan is certainly good in that it calls for more student involvement and a better learning experience. Some more of the advantages are: Teachers work together in planning units and students have the advantage of hearing from more than one teacher; students have longer blocks of time for labs and skill courses; it will be more convenient for resource people; and there are many more, but most of all it is felt that this is a better way to take care of individual differences.

Plans are being worked out now to schedule the program for next year. Each coordinator is working with teachers in his department and suggestions are being given to the principal which will make the program better.

On the following four pages are schedules of two teachers and schedules of two students which will help explain the scheduling as it is in the school.

Typed print is regular scheduled time.
Hand print is re-scheduled time.

DEPARTMENT: MATH

TEACHER: BELL

MODULE	MONDAY Subj Sec Class Size	TUESDAY Subj Sec Class Size	WEDNESDAY Subj Sec Class Size	THURSDAY Subj Sec Class Size	FRIDAY Subj Sec Class Size
1 8:00	Home Room 28	Trig + Sr Math 27	Home Room 28	Trig + Sr Math 20	Home Room 28
2 9:00	Trig + Sr Math 20	Trig + Sr Math 12	Trig + Sr Math 11	Trig + Sr Math 20	Trig + Sr Math 7
3 9:30	Trig + Sr Math 12	Trig + Sr Math 20	Trig + Sr Math 18	Trig + Sr Math 22	Trig + Sr Math 8
4 10:00	Preparation	Preparation	Preparation	Preparation	Preparation
5 10:30	Preparation	22 Acc Trig A 12	Preparation	22 Acc Trig A 12	Preparation
6 11:00	22 Trig B 28	22 Acc Trig A 12	22 Trig B 28	22 Acc Trig A 12	22 Trig B 28
7 11:30	22 Trig B 28	22 Acc Trig A 12	22 Trig B 28	22 Acc Trig A 12	22 Trig B 28
8 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
9 12:30	Trig + Sr Math 14	Trig + Sr Math 14	Trig + Sr Math 25	Trig + Sr Math 23	21 Acc Trig
10 1:00	Trig + Sr Math 10	Trig + Sr Math 11	11 Adv Sr Math C 16	Preparation	11 Adv Sr Math C 16
11 1:30	Trig + Sr Math 14	Preparation	11 Adv Sr Math C 16	21 Trig	11 Adv Sr Math C 16
12 2:00	Trig + Sr Math 13	22 Acc Trig D 12	11 Adv Sr Math C 16	22 Acc Trig D 12	11 Adv Sr Math C 16
13 2:30	22 Trig E 24	22 Acc Trig D 12	22 Trig E 24	22 Acc Trig D 12	22 Trig E 24
14 3:00	22 Trig E 24	22 Acc Trig D 12	22 Trig E 24	22 Acc Trig D 12	22 Trig E 24

Typed print is regular scheduled time.
Hand print is re-scheduled time.

DEPARTMENT: ENGLISH

TEACHER: LEACH

MODULE	MONDAY Subj Sec Class Size	TUESDAY Subj Sec Class Size	WEDNESDAY Subj Sec Class Size	THURSDAY Subj Sec Class Size	FRIDAY Subj Sec Class Size
1 8:30	Home Room 28	Eng III 12	Home Room 28	Eng II 32	Home Room 28
2 9:00	22 Eng IV A 18	21 Eng IV	22 Eng IV B 14	22 Eng IV A 18	22 Eng IV B 14
3 9:30	22 Eng IV A 18	Eng III 16	22 Eng IV B 14	22 Eng IV A 18	22 Eng IV B 14
4 10:00	22 Eng IV A 18	Preparation	22 Eng IV B 14	22 Eng IV A 18	22 Eng IV B 14
5 10:30	Adv Eng III 15	21 Eng IV	Eng II 22	Eng II 26	Eng II 34
6 11:00	Adv Eng III 15	22 Eng IV C 31	Eng III 21	22 Eng IV C 31	Eng II 30
7 11:30	Adv Eng III 15	22 Eng IV C 31	Eng I 24	22 Eng IV C 31	Eng I 31
8 12:00	Adv Eng III 15	22 Eng IV C 31	Lunch	22 Eng IV C 31	Lunch
9 12:30	Lunch	Lunch	21 Eng IV	Lunch	Eng II 17
10 1:00	Eng II 43	Preparation	22 Eng IV D 25	Eng I 26	22 Eng IV D 25
11 1:30	Eng II 43	Preparation	22 Eng IV D 25	Eng I 26	22 Eng IV D 25
12 2:00	Eng II 43	Preparation	22 Eng IV D 25	Eng III 26	22 Eng IV D 25
13 2:30	11 Adv Eng III E 15	Preparation	11 Adv Eng III E 15	Eng II 15	11 Adv Eng III E 15
14 3:00	11 Adv Eng III E 15	Preparation	11 Adv Eng III E 15	Eng I 15	11 Adv Eng III E 15

Typed print is regular Scheduled time.
Hand print is re-scheduled time.

STUDENT: CROWDER, SUSIE

CLASS: SENIOR

MODULE	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	Subject	Room	Subject	Room	Subject	Room	Subject	Room	Subject	Room
1 8:30	Home Room	405	21 W. Hist	206	Home Room	405	Pepettes	Gym	Home Room	405
2 9:00	22 W. Hist	404	11 Pepettes	Gym	22 W. Hist	404	11 Pepettes	Gym	22 W. Hist	404
3 9:30	22 W. Hist	404	11 Pepettes	Gym	22 W. Hist	404	11 Pepettes	Gym	22 W. Hist	404
4 10:00	Bus. Mach.	104	11 Pepettes	Gym	W. Hist	404	11 Pepettes	Gym	W. Hist	404
5 10:30	22 Eng IV	419	Bus. Mach.	104	Office		22 Eng IV	419	W. Hist	404
6 11:00	22 Eng IV	419	Eng. II	419	office		22 Eng IV	419	Office	
7 11:30	22 Eng IV	419	Eng. II	419	office		22 Eng IV	419	Bus. Mach	
8 12:00	Office		Lunch		Lunch		Office		Lunch	
9 12:30	Lunch		Art	503	21 Eng IV	409	Lunch		Art	503
10 1:00	11 Bus Mach	104	Art	503	Eng II	419	11 Bus Mach	104	Art	503
11 1:30	11 Bus Mach	104	Art	503	Art	503	11 Bus Mach	104	Journalism	412
12 2:00	11 Art	503	11 Journalism	412	Art	503	11 Journalism	412	Journalism	412
13 2:30	11 Art	503	11 Journalism	412	office		11 Journalism	412	Journalism	412
14 3:00	11 Art	503	11 Journalism		office		11 Journalism		Journalism	412

Typed print is regular scheduled time. STUDENT: KINARD, KENNETH CLASS: SENIOR
Hand print is re-scheduled time.

MODULE	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	Subject	Room	Subject	Room	Subject	Room	Subject	Room	Subject	Room
1 8:30	Home Room	106	Adv. Sr. Math	205	Home Room	106	Independent Study Eng IV	Lib	Home Room	106
2 9:00	Adv. Sr Math	205	21 Eng IV	501	22 Eng IV	420	Independent Study Eng IV	Lib	22 Eng IV	420
3 9:30	Adv. Sr. Math	205	Adv. Sr. Math	205	22 Eng IV	420	Adv. Sr. Math	207	22 Eng IV	420
4 10:00	Independent Study Eng IV	Lib	Adv. Sr. Math	205	22 Eng IV	420	Adv. Sr. Math	207	22 Eng IV	420
5 10:30	Independent Study Eng IV	Lib	Study Hall	506	Adv. Sr. Math	207	Adv. Sr. Math	207	Adv. Sr. Math	207
6 11:00	11 Typing	114	Typing	114	11 Typing	114	Adv. Sr. Math	207	11 Typing	114
7 11:30	11 Typing	114	Typing	114	11 Typing	114	Adv. Sr. Math	207	11 Typing	114
8 12:00	Typing	114	Lunch		Typing	114	Lunch		Typing	114
9 12:30	Lunch		Chem II	224	Lunch		Chem II	224	Lunch	
10 1:00	Eng IV	420	Chem II	224	11 Adv Sr Math	205	Chem II	224	11 Adv Sr Math	205
11 1:30	Eng IV	420	Chem II	224	11 Adv Sr Math	205	Chem II	224	11 Adv Sr Math	205
12 2:00	Eng IV	420	11 Chem II	224	11 Adv Sr Math	205	11 Chem II	224	11 Adv Sr Math	205
13 2:30	Chem II	224	11 Chem II	224	Chem II	224	11 Chem II	224	Chem II	224
14 3:00	Chem II	224	11 Chem II	224	Chem II	224	11 Chem II	224	Chem II	224

TEACHING OF
WORLD CULTURES
IN CROSSETT

Prepared by:
John Allen Perry
Norman Junior High School
Crossett, Arkansas

The teaching of World Cultures in the Crossett Public Schools cannot and does not have a simple explanation. It attempts many things, but still this method is not a cure-all for the teaching of the social studies. It does, however, solve many problems.

It has been said that in order to present all the social studies or social sciences that the social science scholar* would like to have in the secondary schools a minimum of ninety hours of instruction per week would be necessary. It goes without saying this many hours cannot be reserved for the whole program, much less social studies. World Cultures attempts to solve this problem by integrating into one two-year course all the disciplines that have "man" as its subject. It looks at Man through the eyes of each of the disciplines where appropriate.

Different areas of the present day world affect the world scene differently; have different reactions to present-day world events; and are at different levels of cultural advance. These are all caused by differences in historical experience, location, environment, and exposure. World Cultures attacks this by first developing the effect of environment on man, and man's affect on environment, depending of course on his culture; his cultural advance, or non-advance; how the "classical periods" of certain areas have affected modern life; and

* College Professor of Social Science Disciplines

then modern life itself. The first can be studied universally, but the latter is approached from the "area study" method. This way the course can concentrate on the core civilizations and assume how the fringe areas are influenced or effected.

When the World Cultures course at Crossett was instituted, there was no text that even approached adequacy, so the course had to be built around a syllabus. This was a situation that proved to be beneficial to the course, even though it required a great deal of work on the part of the student and particularly on the part of the teacher. Neither was bound to the pages of a particular book, but each could seek answers to questions wherever they could be found.

One method of study used a great deal is research in groups in the library on a particular subject. The notes made by the students are then edited by the group in a session and a final draft is written. This is typed on the ditto machine and a copy is handed out to each student. Then the group reports its findings to the class.

Sometimes a lecture is given on a topic by the teacher. Although this is a college-type lecture with the student taking notes, it almost always provokes a discussion or many questions by the students during the course of the hour.

Paperbacks on various topics are used continuously. Sometimes a discussion leader guides the class on a particular topic or reading assignment. The teacher or a student may be the discussion leader and either can carry out this function. The chairs are placed in a circle

to encourage full participation. Sometimes the paperback is divided into chapters among the groups and each chapter is presented in whatever way the group desires. There have been many creative and novel presentations by class members in both dittoed reports and the chapter presentations. Usually the group is not satisfied with what the chapter alone has to offer and they search for more material to add to the chapter core.

Sometimes in the study of world religions or philosophical topics, the class is split into discussion groups commonly called buzz sessions. This may be one topic or a group of topics which do not have a definite meaning or answer. The group's function is to try to interpret its meaning. Then one member of the group communicates this to the other members of the class. If the group comes to a conclusion, the group reports this; if there is a difference of opinion, the different views are stated. This generally leads to class discussion or attempted interpretation.

Activities outside the actual classroom blend very well with this class. One year, a World's Fair was presented by the World Cultures class. Two of the class members were responsible for a certain country or culture. They increased their knowledge of the area and designed and executed a booth, which included the native clothing and products for display. The townspeople became interested and contributed items for display and acted as resource people on the areas with which they were familiar. Refreshments from the cultural areas displayed were

served to visitors in the fashion of that particular country.

One year, the class became very concerned about Asian students and started a project to collect books to send to the Asian Foundation in San Francisco for transshipment to Asia. They received a great deal of satisfaction from this project.

Crossett has been very fortunate to have had exchange students a great deal of the time. Having an exchange student from Brazil, a Pan-American Day celebration was very appropriate. The Pan-American Union and the various consulates are willing to help as well as the music people in school and the dance instructors.

Those who were responsible for the school curriculum felt that the method used formerly in the teaching of the social studies was not giving the student an awareness of himself or his fellowman that is needed in our present day world. World Cultures is an attempt to give him this awareness.

NORTH LITTLE ROCK SPECIAL SCHOOL DISTRICT-1

TEACHING A POWER MECHANICS AREA IN THE JUNIOR HIGH SCHOOL INDUSTRIAL ARTS PROGRAM

Prepared by:
Charles L. Powers
Supervisor of
Industrial Education

INTRODUCTION

Since this has become a country where almost all transportation is powered by some form of engine, there has been a growing need to teach an area of power mechanics in our schools. With the increased use of the power lawn mower, outboard motor, and motor cycles the students have shown much interest in this area. For this reason, there should be an area of power mechanics taught in every industrial arts classroom. This subject is one of the most popular areas in junior high industrial arts here in the North Little Rock Special School District.

I initiated an area of power mechanics at Ridgeroad Junior High School five years ago, and now it has spread to all of the junior high industrial arts classes in the school system.

DEFINITIONS OF TERMS

The term, power mechanics area, is used to describe a section in the industrial arts laboratory where small engines can be "block-run", and where demonstrations and lectures on different phases of power may be given.

The term, industrial arts program, is interpreted to mean the sum total of the educational activities offered by the industrial

arts department to better acquaint the student with the tools, materials, processes, personnel and technology of modern industry.

ORGANIZATION OF AREA

The actual teaching of power mechanics is mostly done by the lecture and demonstration method of instruction. You would be surprised how many fathers have expressed an interest in the program strictly on the basis of what their sons have learned in class, and the money they have saved on repair of the family lawn mower and other power tools because of this training.

We use our power mechanics area to wind up the last two weeks of the school year. The teaching of power mechanics at this time of the year is particularly effective as small engines are beginning to be put into use, and it also gives the students a new interest in the industrial arts program.

EQUIPMENT AND TOOLS NEEDED

The equipment and tools needed to initiate a power mechanics area are not too expensive, when compared with other areas in the industrial arts program. I have attempted, at the end of this article, to compile a list of the average amount of equipment and tools that are needed. It would be nice to have a much larger, more expensive list, of course, but this is not absolutely necessary.

Students of junior high school age appear to be attracted by, and are interested in, sound, movement, and things mechanical. The noisiest and the most readily available mechanical device meeting

these requirements is the single cylinder gasoline engine. These engines may be purchased new at any lawn mower dealer. Also, we have secured some of these engines free from the Briggs and Stratton Company of Milwaukee. They may also be obtained, in junk form, from lawn mower "fix-it" shops; and students are always glad to donate the engine that Dad saved from the old lawn mower when he bought a new one. It is obvious that a considerable amount of money may be saved on the cost of establishing a power mechanics area, by doing a little "scouting" around.

Included at the end of this article, is a drawing and specifications for a power mechanics bench which can be bought ready-made from industry, but the cost will be approximately three hundred dollars ($300.00). Since the table may be made by the instructor for, perhaps, twenty five dollars ($25.00), the saving is obvious.

TEACHING AIDS

Teaching aids for power mechanics are next to impossible to buy from industry. We have found that small engine, cut-away models cannot be purchased; and, even if they could, should a school pay the price of a new engine cut-away when the instructor may obtain a junk engine and cut it up himself? Old engines may be obtained for approximately three dollars ($3.00), and the cut-away may be done with a hack saw.

Following this article, you will find a drawing and specifications for a small working model of Hero's steam engine. For the cost of about one dollar and 25/100 ($1.25), a teaching aid for demonstrating

the principle of how a steam engine works can be made.

CONCLUSION

The power mechanics area is a vital and challenging part of the industrial arts program. I have found, from working with this area, that it can be a very rewarding experience. It was one of my favorite areas when I was teaching. If you do not have a power mechanics area in your industrial arts program, why not start one and find out for yourself.

NORTH LITTLE ROCK SPECIAL SCHOOL DISTRICT-5

EQUIPMENT AND TOOLS NEEDED TO FURNISH A

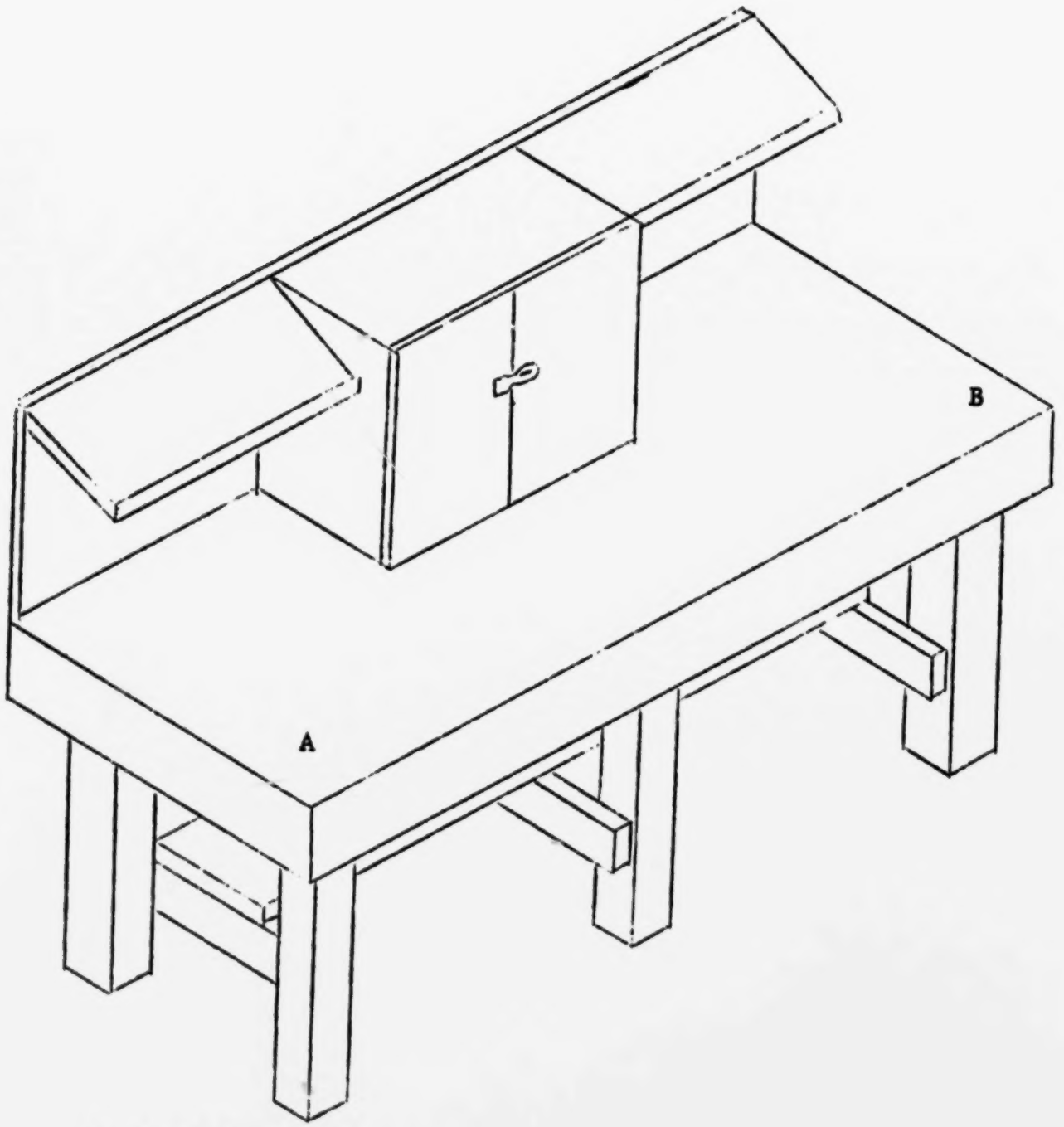
POWER MECHANICS AREA

EQUIPMENT AND TOOLS	CURRENT COST
*Power mechanics bench	$25.00
*Hero's steam engine model	1.25
*Two cycle cut-away model	1.50
*Four cycle cut-away model	1.50
Two cycle 2 1/4 H.P. engine	44.00
Four cycle 2 1/2 H.P. engine	48.00
**Compression tester	4.95
**Small engine tachometer	26.45
Swivel base vise	6.50
**Piston ring compressor	1.46
**Piston ring expander	1.52
**Valve spring compressor	2.49
Flywheel puller	3.30
Valve grinder	.64
**Torque wrench, 105 foot pounds capacity	8.62
Set socket wrenches, 3/8" through 1" by 16ths	18.50
Adjustable wrench, 10" length	2.38
Pipe wrench, 10" length	2.47
Set open end wrenches, 1/4" through 1" by 16ths	3.07
Set allen wrenches	.59
Deep socket, 1 1/8"	1.07
Spark plug wrench	.22
**Impact nut	.65
Needlenose pliers	1.46
Side cutting pliers	1.48
Set screwdrivers 4", 8", 10"	2.75
Set phillips screwdrivers, points 1 through 3	2.45
16 oz. ball pein hammer	2.43
Rubber mallet	.90
Set feeler gauges .0015 to .025	3.32
Wire brush	.65
One gallon safety can	.98
2 1/2 gallon safety can	1.98
Utility funnel	.79
Measuring cup	.15
Oil can	.50
TOTAL	$226.47

*Made by the instructor
**Can set up area without these items

NORTH LITTLE ROCK SPECIAL SCHOOL DISTRICT-6

POWER MECHANICS BENCH



MATERIALS USED

Top - 3/4" x 30" x 72"
Back - 3/4" x 18" x 72"
Legs - 4" x 4" x 30"
Tool Panel - 14" x 24" x 17"
Top Shelves - 3/4" x 11" x 24"
Bottom Shelf - 3/4" x 12" x 59"

ENGINES USED

(A) Two-cycle
(B) Four-cycle

The power mechanics bench shown above, was designed to fit a specific need. The design could be altered to fit in any situation, the dimensions were given only for a general idea of shape and construction. The tables top, back, tool panel, and shelves were made out of three-fourths inch plywood, with the top being covered with exterior type masonite. It is suggested that the table be made as heavy as possible; and, because of the vibrations caused by small engines, it may be found necessary to bolt the table to the floor.

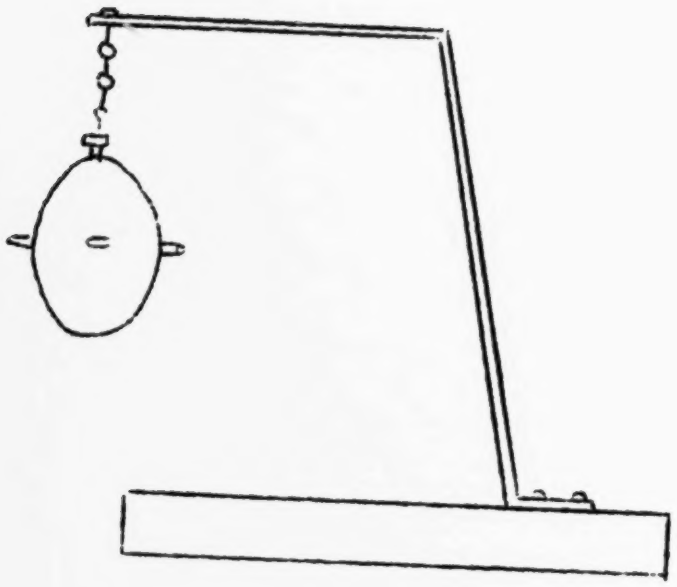
NORTH LITTLE ROCK SPECIAL SCHOOL DISTRICT-7

HERO'S STEAM ENGINE

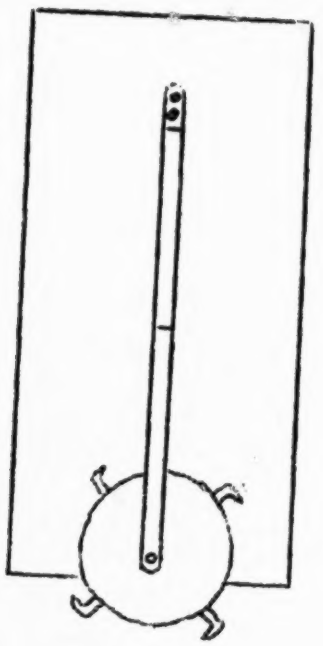
MATERIALS USED

Strap Hanger 1/8" x 1/2" x 20"
Wood Base 1" x 5" x 10"
4 Copper Jets 1/8" x 2"
Bolt 1/4" x 1/2"
Fishing Swivle
Closet Float Ball

SIDE VIEW



TOP VIEW



The steam chamber was made from a closet float ball used in bath room fixtures, with four copper tubing jets sodered equal distances around the balls middle. The valve for putting water into the steam chamber was made by drilling a hole in the threaded end, and using a one fourth inch bolt to cap the hole. A fishing swivle was used to let the steam chamber turn freely, and the chamber was hung from a strap iron hanger. A propane torch, or bunsen burner, may be used to heat the ball for demonstration purposes. One must be sure the ball has sufficient water before applying heat, since the solder holding the copper jets will melt if the ball is empty.

WORK EXPERIENCE PROGRAM

Prepared by:

Mr. Fred Kerr
Work Experience Teacher

In its efforts to meet the individual needs of students at the high school level the Fayetteville School District has expanded its curriculum to include a new Vocational Program for the academically handicapped. Under the provisions of the Vocational Act of 1963 a Work Experience Program was started in the summer of 1964, as a Pilot Program for the State of Arkansas.

The "Work Experience Program" is a cooperative vocational program involving the local school district, the State Department of Vocational Education, businesses and the industries of the local community. The local school furnishes the facilities, the counseling services for identifying and selecting the students for the program, and the coordinator for the instruction and supervision of the students.

The State Department of Vocational Education, through the Rehabilitation Service, supplies a part-time Vocational Counselor, provides physical examinations, and, in some instances, purchases training for the most severely handicapped students.

The local business people cooperate by furnishing the laboratories for on-the-job training stations. For his part in the program, the businessman has an opportunity to secure an employee trained to his specifications, who will be more likely to stay and remain loyal to the employer and to the firm that aided in his training.

The students for the "Work Experience Program" are selected from those students, 16 years old or older, who are so academically handicapped, or so socially or economically deprived, as to prevent them from successfully completing the requirements for a regular high school diploma.

Before entering the program the student and the parent must also accept the idea of on-the-job training which is expected to end in "terminal employment" at the conclusion of his or her part of the program. Both students and parents are made to understand that job training is a part of school work. Also that some jobs may be remunerative while some work assignments are created so that the student may secure "Work Experience" while he or she gains self-confidence and develops good work habits. Usually on-campus work experiences are used in this capacity, and in many instances are non-remunerative. This type of job training allows for closer supervision and in many instances helps the coordinator evaluate the student's ability to hold a job in private industry.

Class size is limited to about 15 students. This allows the coordinator time for individual counseling, for more individualized instruction, time for job seeking, and supervision of those in part-time employment.

All students are assigned to an academic "core" program in the morning and to regular classes, such as home economics, industrial arts, physical education, or art in the afternoon.

The "core" program of classroom instruction is divided into three major subject area fields: (1) Communication--the art of reading and

understanding directions; writing letters of application; introducing people and expressing ideas in best form. (2) Civic Responsibility; the duties of citizenship within the community, state, and nation; responsibility to an employer; responsibility to other people, including the family unit, and occupational information about the community in which we live. (3) Occupational Math--making change, tax forms, time records, order forms, and other individual math needs of students.

As soon as the student is ready to go on part-time on-the-job training, the afternoon classes are dropped and a work assignment is made. Most of the work assignments are made in the service occupations, including such jobs as janitors, maids, grocery stock clerks, used car lot attendants, service station helpers, cook's helpers, dish washers, yardmen, hospital housekeeping aides, etc. The employers usually start the students at fifty cents per hour as the training wage, with a raise at the end of three months providing the student has shown progress and interest in his work.

On completion of at least one semester of successful full-time employment a certificate showing completion of the work Experience Program of Fayetteville High School is given to the student.

Although academic work in theprogram is not completely forgotten, learning for just the sake of learning is eliminated, if at all possible. Good work habits are instilled in the students in the classroom through the use of work in the handicraft occupations. Basket weaving, loom weaving, and needlework are used to teach the student the value of careful workmanship and the value of completing a job once started. It also intensifies the students' creative talents and gives him confidence to attempt new tasks.

This program successfully meets the needs of the academically handicapped student, solves many of the problems of curriculum construction at the high school level, and solves some of the problems of the community employers by supplying workers in many of the hard-to-fill jobs in the service occupations.

THE SPECIAL EDUCATION VOCATIONAL REHABILITATION WORK-STUDY PROGRAM IN LITTLE ROCK PUBLIC SCHOOLS

Prepared by:
Mrs. Ruth A. Moore, Director
Special Education Department

Mrs. Elsie Butler, Supervisor
Special Instruction Program

INTRODUCTION

We believe that education is essential in order to develop useful happy citizens and for that reason we must provide educational and training programs for those pupils placed in elementary, junior high and senior high special education classes.

The goals for special education are no different from the goals of all educational programs. We try: to develop social responsibility and good citizenship; to develop the achievement of the pupils as far as possible in the use of academic skills and tools in activities of daily living; and to point the way toward vocational fulfillment and intellectual maturity.

We believe that every home has the responsibility of providing learning opportunities for the children; that every community has the responsibility of providing suitable school facilities; that every school has the responsibility of structuring a program to meet the needs of all the pupils through proper diagnosis, appropriate curriculum, guidance, work study programs, and adequate vocational training; and that every boy and girl has the right to remain in school until graduation or completion of a training program and has placement with continued guidance from Arkansas Rehabilitation Service.

Because we believe in education and/or training for all pupils

we have extended our special education program until we can say with confidence that Little Rock's handicapped children and youth in our special classes are receiving the services they need to become responsible self-sufficient contributing citizens.

Realizing that handicapped youth have likely reached academic potential by the time they enter senior high school we have looked for further services for them outside our school curriculum through Employment Security and Arkansas Rehabilitation Service.

Work Study Program

Early in 1963 the Little Rock Public Schools and the Arkansas Rehabilitation Service entered into a cooperative agreement to provide for these pupils a meaningful and constructive school program with holding power, more adequate preparation, and an opportunity for employment and guidance to satisfactory adjustment. The work-study program was designed to assist physically and mentally handicapped pupils to make a more effective transition from school environment to a work world. This may be termed "bridging the gap" between school and employment.

This program is similar to the Distributive Education and Diversified Occupations programs in that the pupils are in school a half day and at work a half day. The difference is that the work-study program is for special education pupils.

Participation in the program is limited to physically and/or mentally impaired senior high special education pupils who are 16 years of age or older. At the present time the work-study program is followed by those special education pupils in grades 11 and 12.

Operational Plan

The plan as operating in our schools includes two separate

units or programs so related in providing continuous service.

The Little Rock Public Schools through the special education program for handicapped youth has established work-study facility units in three of its four senior high schools. The primary control and responsibility of this part of the total program is vested in our school district which bears the total cost. The school's services include training courses and programmed instruction in subject areas suited to the individual needs of the pupils in a school setting.

The Arkansas Rehabilitation Service provides those services which are legally the functions of the vocational rehabilitation agency in rehabilitation of working age youth. Specifically the rehabilitation agency has full control in the determination of all pupils accepted for services, the determination of nature and scope of all vocational rehabilitation services to be provided, and partial supervision of the personnel assigned to the rehabilitation programs in the three high schools. (The duties and functions of the teacher-co-ordinators are specified later in this report.)

In setting up the work-study program we recognize that certain services for handicapped youth is a joint responsibility of our school district and the vocational rehabilitation agency with common problems and objectives without duplication or encroachment of one service on the responsibility of the other. We recognize further that such a cooperative program is an enrichment of the separate programs of each service and subsequently saves substantial sums of public money.

Staffing the program was given much consideration. The school district personnel in the program are the superintendent, the

assistant superintendent in charge of instruction, the director and supervisor of special education, the three high school principals and the three teacher-co-ordinators who work jointly under school and rehabilitation supervision.

Vocational rehabilitation personnel in the program are the state director, area supervisor, vocational rehabilitation counselor, other state consultants and supervisors and the vocational rehabilitation supporting staff.

Rehabilitation personnel supervises those activities of a vocational rehabilitation nature as distinguished from special education and authorizes all vocational rehabilitation expenditures, determines what services are given, approves all staff in vocational rehabilitation services and accepts and approves funds allotted to rehabilitation activities and expenditures.

There are one vocational rehabilitation counselor and three teacher-co-ordinators assigned to the work-study program. The counselor is a regular rehabilitation staff member and functions as such. The teacher-co-ordinators function as regular rehabilitation staff members in relation to their vocational rehabilitation services and as public school staff members in relation to their professional teaching duties. They meet the qualifications and standards as set out for personnel in both agencies.

Duties and responsibilities of key personnel operating in the high school setting are:

The principals, in cooperation with special education supervision, are charged with the administration of the special education program; the coordination of existing school services and vocational rehabilitation services; housing and maintenance for the units;

regulation of working hours within school policy and provision of certain consultative assistance as needed.

The vocational rehabilitation counselor is assigned to the three high schools and supervises the rehabilitation program operations. He is charged with certification of all trainees for rehabilitation services; providing extended services to individual trainees; receiving and evaluating all school records of trainees; conducting joint conferences with the teacher-co-ordinators and school staff in screening applicants and providing training; approving all job training and evaluating training facilities and making training arrangements and agreements. He is further responsible for approving all expenditures for pupil services and individual vocational rehabilitation plans; for the supervision of the teacher-co-ordinators' work with the pupils; for maintaining individual case records of individual pupils; and consulting with school personnel on training arrangements within our school program.

The three teacher-co-ordinators are assigned full time to the work-study program which is operating in Central, Mann and Tech High Schools. They are responsible for administrating vocational rehabilitation services under the direction of the counselor; for preparing and maintaining case records and reports; for participating in joint conferences with the counselor and school staff concerning applicants for rehabilitation services; for supervision of job placement and training under the direction of the counselor; for making individual progress reports on the pupils concerning attendance records; and evaluation of individuals failures and successes to be used in adjustive procedures.

Services for the pupils in the work-study program include

classroom instruction as related to social adjustment, health or safety habits, pre-vocational training, and family relationships; and work experiences as related to work adjustment, performance, increasing work skills and general areas to be used for on-the-job training for development of work skills.

Other available services for these individuals are additional psychological services, psychiatric services when needed, medical evaluation, parent counseling and guidance, recreation services through cooperation with other agencies, community resources as coordinated by the vocational rehabilitation counselor and teacher-co-ordinators.

Evaluation of individual pupils is made by the teacher-co-ordinator, the vocational rehabilitation counselor and the trainer or employer concerning progress in pre-vocational activities, job try-outs, in job training and in employment. The individual progress is noted for each pupil and the total work-study program in view of upgrading the individual's and the over-all project progress.

Summary

During the first 18 months of the work-study program 106 special education pupils have been served. At present 31 pupils have been placed on permanent jobs, 60 pupils are participating in the job training phase, seven pupils left the school district and 8 pupils have been placed on an "inactive" status since they did not adjust to the work-study program.

Our "drop-out" percentage has decreased considerably and we believe the work-study program has made a real contribution to the education and training of our pupils who earn while they learn and learn while they earn.

Recommendations

The special education director, supervisor and the vocational rehabilitation counselor have, after detailed evaluation of the total work-study program, made the following recommendations which will be followed sequentially as practical in the school setting.

1. The curriculum should be re-evaluated in view of more emphasis on work habits, pre-vocational training and vocational training.
2. On-the-job training situations or work stations should be established within the junior and senior high facilities.
3. The teacher-co-ordinator needs more time for counseling and guidance with pupils and parents and employers regarding job placement.
4. Additional teacher-co-ordinators are needed so that the work-study program can be offered to all pupils 16 years of age and older.
5. Provision for a workshop outside of private industry should be made for the more severely involved handicapped pupils. This facility could be a community project or a cooperative endeavor of social, service, and civic organizations.

LITTLE ROCK VOCATIONAL SCHOOL MAINTAINS
COMPREHENSIVE ADULT EDUCATIONAL PROGRAM

Prepared by:
James A. Jones
Director of Adult Education

Adult Education has become a very necessary segment of our total educational program in the Little Rock Public Schools.

It was once thought that we could be educated for a lifetime during our formative years, but due to advanced technology, changes in job requirements, school dropouts, and many other factors, this is no longer true. Education is a continuing process throughout life.

The Little Rock Public Schools maintain a comprehensive adult education program at 14th and Scott Streets. This program has grown continously since its inception in 1924 with the founding of the Part-Time School for business training.

It is our hope that we may continue to offer to the adult population of Pulaski County the opportunities to upgrade themselves in their present occupation, or training to equip them for their vocational choice. During the past year ending June 30, 1964, we reached approximately 2000 people in the following courses:

Business Education - Typing, Shorthand, Bookkeeping and Accounting, Business English and Spelling, Clerical Office Practice, Key Punch, Business Law, and Legal Secretary.

General Adult Education - Elementary and Secondary Education -- This program is designed to furnish adults the opportunity to finish high school through an accelerated program. These people may enter if they are 18 years of age and have been out of school at least 6 months. They may enter with no educational equivalent.

Adult Distributive Education - This program is for out of school youth and adults in retailing and marketing, both wholesale and retail.

Apprentice and Journeyman Training - These courses consist of technical and related information for plumbing and pipefitting, brickmasons, ironworkers, sheet metal, painters and plasterers, and electricity. These people must be working in their respective trades and attend Little Rock Vocational School at least 216 hours per year. These programs are sponsored jointly by education, labor, and management.

Other adult courses offered by the Adult Education Department are Drafting, Appliance Repair, Machine Shop, Electronics, Special Mathematics, Flower Arranging, Waitress Training, etc.

We are now engaged in a Pilot Program with the Federal Government to train 200 seriously disadvantaged youth under the Manpower Development and Training Act, between the ages of 15 and 22 who have been out of school at least one year. These people range in educational equivalent from non readers to about the 6th grade level.

This program consists of 24 weeks of training 8 hours per day, 5 days per week. Each student spends 4 hours per day in basic education: reading, writing, arithmetic, English, general information, and occupational information, and 4 hours per day in his skill training, actually performing in laboratory and simulated conditions the manual skill and related information that is necessary to become proficient in his occupation. It is our hope that this program may be the motivating factor that will cause these people to further their education and training, either through evening programs or return to their regular schools.

We believe the Adult Education Department of the Little Rock Public Schools is contributing to the economic and cultural growth of our community by improving skill and furnishing adults the opportunity to fulfill a long awaited desire to further their limited education.

LITTLE ROCK SCHOOL DISTRICT'S TEACHER APPRAISAL PROCEDURE

Prepared by:
Dr. Harvey Walthall
Assistant Superintendent
Personnel and Research

Introduction

In recent years great interest has been evidenced by the public concerning the appraisal of teaching performance. This interest is not new to school administrative personnel, for much has been done to improve the effectiveness of instructional personnel. Through the years "appraisal" has become one of those terms which is both fashionable and controversial. Teachers find it easy to confuse appraisal with "merit rating," which in itself is suggestive of a device to determine the financial worth of an employee. For this reason the term "rating" of teachers has been generally discarded.

The Little Rock School District has always been interested in the highest quality educational program. The teacher has always been considered the heart of our instructional program, and rightly so.

Need for Revision

The instrument and procedure for evaluating instructional personnel in the Little Rock Schools had been in use for many years without revision. A desire developed among the personnel of the district (both teachers and administrators) to have some intensive study given to our method of appraisal.

A letter was written from the Personnel Office to Mr. Floyd Parsons, superintendent of the Little Rock Schools, suggesting that a committee be appointed to study our method of evaluating teaching performance. After

much discussion concerning purposes and expected outcomes, the Committee for Teacher Appraisal was appointed.

Committee Membership

It was our belief that total committee effectiveness could be more nearly achieved if all areas of certified personnel were represented. With this in mind the members of the committee were selected from all areas and grade levels in the school system. Elementary teachers, secondary teachers, elementary principals, secondary principals, and central office administrators were all represented on this committee. In addition to these members, the presidents of all affiliated professional organizations were appointed as advisory and ex-officio members. With the presidents added to the committee, a representative cross section of the professional group was attained.

Work of the Committee

The Committee on Teacher Appraisal met for the first time in December 1963. During this meeting the committee was charged with two major responsibilities:

1. To prepare an evaluative instrument to be used in appraising teaching performance which would be acceptable to all teachers and administrators.
2. To set up procedures for appraisal which would also be acceptable to both groups.

Meetings were held two times per month until May 1964. Much effort was given to carefully scrutinizing forms and procedures from other districts. Dr. George B. Redfern's book, How to Appraise Teaching Performance was used as a text for all committee members.

Subcommittees were established to do intensive work in particular areas or facets of teacher appraisal. Reports from these groups were made to the committee as a whole. All of the committee discussed and finally approved the various pieces which were brought together in an appraisal brochure.

Committee members were urged to discuss the work of the committee with teaching personnel whenever the occasion arose. Faculty meetings were devoted to the topic, and as much information as possible was given the professional staff. We believed all our staff should be able to suggest or critize as the work was in progress.

Fruits of the Labor

The committee produced a working draft of an appraisal brochure, and presented it to the superintendent of schools for approval. This brochure was printed and made ready for distribution to all members of the profession.

The brochure contained the purpose, goals, and procedures of appraisal. In addition, emphasis was placed on each teacher's professional growth through the medium of self-appraisal which was based on the enumerated characteristics of the superior and unsatisfactory teacher. A copy of the appraisal instrument was placed in the brochure in order that self-appraisals might be possible.

Procedures for Appraisal

All teachers should be evaluated at least one time a year, was the consensus of the committee. In addition, probationary teachers should be evaluated one additional time.

Probationary teachers are to be evaluated in December and March, and tenure teachers are evaluated in March only. Appraisal forms are completed

by the principal of the school and a conference held with the teacher concerning the appraisal. At the close of the conference, the form is signed by both teacher and principal, a copy given to the teacher, one kept by the principal, and a third sent to the personnel office.

Evaluation of Procedures

Time has not permitted a comprehensive evaluation of our appraisal procedures. A cursory evaluation indicates the professional personnel are most happy with the appraisal instrument and procedures. There is little opportunity for doubt as far as the teacher is concerned as to how they measure up in the eyes of their instructional leader (the principal). Areas of strengths and weaknesses are pointed out in the appraisal, and the teaching personnel have indicated appreciation for being told where they stand.

The Instrument

Copies of our appraisal instrument are being incorporated in this report for the benefit of those who might be interested.

LITTLE ROCK PUBLIC SCHOOLS
Department of Personnel & Research
Little Rock, Arkansas

AN APPRAISAL OF TEACHER PERFORMANCE

19_____ -19_____

Teacher_____ School _____ Assignment _____

STATUS: Probationary [ ] YES ___1st ___2nd ___3rd ___YEAR (CIRCLE ONE) Tenure [ ] YES _____ YEARS (TOTAL YEARS IN DISTRICT)

ANALYSIS FOR PROFESSIONAL GROWTH AND EVALUATION

S–Satisfactory NH–Needs Help U–Unsatisfactory Indicate your appraisal by placing a ✓ in the proper column.

PERSONAL CHARACTERISTICS	S	NH	U
1. Dresses appropriately, is well groomed and poised.			
2. Speaks clearly in a well modulated voice, using good English.			
3. Shows genuine respect, concern, and warmth for adults and pupils.			
4. Understands and participates in the total school program, accepting extra-class responsibilities.			
5. Accepts constructive criticisms and the decisions of the majority.			
6. Cooperates with administrators and supervisors.			
7. Maintains good rapport with pupils.			
8. Participates in community activities as occasion permits.			

PROFESSIONAL CHARACTERISTICS	S	NH	U
9. Displays the objectivity expected of the professional person; promotes respect for his profession.			
10. Shows evidence of sound training.			
11. Continues to grow professionally through study, experimentation, and in-service training.			
12. Participates in professional organizations and accepts and completes professional committee assignments.			

TEACHING PERFORMANCE	S	NH	U
13. Knows, uses, and cares for instructional materials and equipment.			
14. Helps each pupil set appropriate goals for himself.			
15. Makes learning important to pupils.			
16. Helps pupils grow in knowledge.			
17. Helps pupils acquire good study and work habits, think critically, and work profitably in classroom situations.			
18. Directs interesting and stimulating classes; varies method and content to meet individual differences.			
19. Plans carefully for each day but is flexible in utilizing immediate educational opportunities.			
20. Helps pupils develop and strengthen their moral and spiritual qualities.			
21. Maintains an attractive and healthful classroom with work areas arranged for maximum pupil stimulation and accomplishment.			
22. Has genuine concern for all pupils regardless of their cultural, intellectual, or academic status.			
23. Maintains discipline; develops pupil self-control and respect for the rights of others.			

SPECIFIC COMMENTS REGARDING STRENGTHS AND WEAKNESSES

_____

_____

_____

_____

Teacher's Signature _____

Principal's Signature _____

Recommended For re-election [ ] [ ]

PERSONNEL OFFICE COPY

EMPLOYMENT AND DISMISSAL POLICY DEVELOPED FOR BLYTHEVILLE PUBLIC SCHOOL AS A COOPERATIVE EFFORT OF ALL CONCERNED

Prepared by:
L. D. Harris
Director of Instruction

Teachers, administrators, and school board members worked together to develop a revised policy for the employment and dismissal of professional staff.

The Blytheville Education Association, an affiliate of the Arkansas Education Association, requested that a study be made of the policy during the 1963-64 school year. An advisory council was established, with each school having one member. The school board gave its sanction of this study and asked the advisory council and the administration to submit a revised policy which would be suitable to all concerned.

As the policy was discussed and studied, progress reports were taken back to faculty meetings in each school by the advisory council. On occasion, a recommendation for a change in the proceedings would come from a faculty meeting. This would be presented to the group and in some instances, the changes were approved.

Toward the close of the 1963-64 school year, the policy recommendations were finally drafted. Superintendent W. D. Tommey presented these recommendations to the school board. After careful study, the school board adopted the new policy with very few exceptions.

The policy was placed into effect for the 1964-65 school year. The following two pages were lifted from the Revised Teacher Handbook for 1964-65, which gives the text of the policy as approved by all concerned.

POLICY CONCERNING EMPLOYMENT AND DISMISSAL OF PROFESSIONAL STAFF

1. Employment.

   a. All employees of the Board of Education, except the superintendent, shall be recommended by the superintendent of schools. Should a person recommended by the superintendent be rejected by the Board of Education, it shall be the duty of the superintendent to make another recommendation.

   b. The election of the superintendent of schools shall take place at the January meeting of the board.

   c. Recommendations of the superintendent to employ other staff members will be submitted to the board according to the following schedule: Supervisors and principals at the February board meeting; Teachers at the March board meeting.

   d. The superintendent shall make a report on personnel problems to the board at the February meeting.

2. Dismissal.

   a. When it is evident to the principal that a teacher is not rendering satisfactory service, the principal is to arrange a conference with the teacher to discuss the problem and try to find a solution. A written report will be made of the conference outlining the principal's statement of the problem, the teacher's statment of the problem, and a final statement of the proposed solution of the problem. One copy of the report will be kept by the principal, the second by the teacher, and the third filed in the superintendent's office.

   b. Four weeks after the date of the first formal conference, a second formal conference shall be held, and reports made as outlined in paragraph a. One of the supervisors shall sit in on the second conference.

   c. Three weeks after the second formal conference, a third conference shall be held with the superintendent, supervisor, principal, and teacher. The report called for in paragraph a will again be completed. After this conference, the principal shall make his recommendation as to whether or not the teacher will be employed for the next year.

   d. The superintendent will notify the teacher in writing before May 1 that he will recommend to the school board that the contract not be renewed and state the reasons. The letter will state that the teacher will be given a hearing before the school board if he so desires and that this hearing will be closed except for someone he wishes to be heard in his behalf. In the event the teacher wants a hearing this request will be made in writing.

   e. After the hearing, the teacher will be notified in writing of the action of the board.

   f. In the event of flagrant misconduct or disregard of school policies, a teacher may be suspended by the superintendent of schools until such time as the board meets to consider this case. In this event, the teacher will be notified of his right to appear before the board to appeal this suspension. After this hearing, the board will make a decision as to the dismissal of the teacher. The teacher will be notified in writing as to the decision.